



Department
for Education

Further Education and Skills in England March 2018: Quality and methodology information



About this document

This document provides a range of information on the quality of the further education and skills participation and outcomes data, and the methodology used to produce it. It is based on the Office for National Statistics' guidelines for measuring statistical quality.

It provides an overview of the data used in the production of the further education and skills releases, along with information on data issues, data definitions, publication cycle and supplementary data produced.

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1. Introduction

This quality and methodology document provides an overview of the further education and skills participation and outcomes data used in the production of the further education and skills releases. It provides information on the methodology used to calculate pupil attainment, as well as information on the data sources, data issues and data definitions.

This document is based on the Office for National Statistics' [guidelines for measuring statistical quality](#).

Changes included in this release

This release includes provisional figures for the first two quarters of the academic year 2017/18 based on information that has been reported to the Education and Skills Funding Agency (ESFA) by further education colleges and providers in February 2018. The data will change as further data returns relating to the period are received later in the year.

We made the following changes to this statistical release as set out in the change note here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/661130/Annex_further_education_and_skills_changes_November_2017.pdf

-Qualification achievement rates were released on the 22nd March 2018 as part of the National Achievement Rate publication and are no longer included in this release:

<https://www.gov.uk/government/collections/sfa-national-success-rates-tables>

-Contextual data on Advanced Learner Loan application Information has been uploaded to the further education data library as part of the data cascade associated with this release. This information reports on data provided by the Student Loans Company and was previously released as a stand-alone publication:

[Advanced learner loan applications](#)

-Information on Further Education and Skills participation with an Advanced Learner Loan based on data from the Individualised Learner Record (ILR) has been uploaded to the further education data library. This was previously included in the main table pack accompanying this release.

Please note the 'Advanced Learner Loan application Information' and 'Further Education and Skills participation with an Advanced Learner Loan' report from separate data sources, therefore are not comparable. Please see the 'advanced learner loans' section for further details

-In-year reporting of community learning and offender learning has ceased. Updates will be available in the November 2018 release, reporting on final full-year data.

-Statistics on vocational qualification achievements in the UK are no longer included in this release. These statistics are available from Ofqual: <https://www.gov.uk/government/collections/statistics-vocational-qualifications>

Please see the annex document for additional information on changes to further education publications in 2018:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/661130/Annex_further_education_and_skills_changes_November_2017.pdf

2. Scope

Should we need to make an unplanned revision to the statistics contained in this release, we will follow the procedures outlined in the statistical policy statement on revisions . This includes action to understand the impact that any revisions will have, as well as ensuring that they are clearly communicated to the reader.

The revisions policy can be found at: <https://www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education>

Information from the different further education learning options have been drawn together to give a coherent and comprehensive picture of the participation and achievement of young people and adults. These include:

- Further education organisations
- Sixth form colleges
- Local authorities

- Independent training organisations

These organisations deliver a wide variety of government programmes, including:

- Education and training
- Apprenticeships
- Workplace learning
- Community learning
- Traineeships

The release covers adults (19+)¹ and does not contain information regarding:

- **Delivery in school sixth forms**, including state-funded and independent schools. Provisional figures taken from the Department for Education (DfE) [Participation in education, training and employment by 16 – 18 year olds in England Statistical First Release](#) show there were 531,900 16-18 year old students studying in School Sixth Forms, based on a snapshot of participation as recorded on the January 2017 school census.
- **Higher education in higher education institutions**. The publication [Higher Education Student Enrolments and Qualifications Obtained at Higher Education Providers in the United Kingdom for the Academic Year](#), published on 11 January 2018 by the Higher Education Statistics Agency (HESA), shows that the total number of HE enrolments at UK Higher Education Institutions stood at 2,317,880 in 2016/17.
- **Privately-funded training at FE organisations and independent training organisations**. There is no single coherent source that provides a measure of privately-funded training. However, Ofqual publish [Vocational and other qualifications quarterly](#) which show the total number of vocational qualifications awarded in the UK. This includes both public and privately-funded qualifications and gives some sense of scale of total vocationally-related activity in the sector.

3. Data sources and methodology information

The key data used to produce the release are Individualised Learner Record (ILR) collections that are returned to the ESFA by further education colleges and providers and Employer Ownership Pilot (EOP) data returned by employers. A Single ILR collection (SILR) was introduced in 2011/12 to replace the multiple ILR collection types that were collected in previous years. There are no longer separate collections for different funding streams and providers return all information on all of their learners in a single file. The following ILR collections have been used to update the release:

Year	Data Source
2016/17	SILR (R14)
	EOP (R14)
2017/18	SILR (R06)
	EOP (R06)

The data sources for all full academic years are final collections and include information on provision for the full academic year.

¹ The publication also includes data on all age apprenticeships and on traineeships (16-24).

A statement of the administrative sources used within this release is available here:

<https://www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education>

ILR background information

The ESFA publish a large range of information relating to the ILR, which includes technical documents that define the ILR data that publicly funded providers must collect and return including ILR data returns calendar.

This also includes information to help further education providers collect, return and check the quality of ILR and other learner data.

All information and documents are published on GOV.UK at:

<https://www.gov.uk/government/collections/individualised-learner-record-ilr>.

This includes

- ILR specification documents
- ILR structure and data types
- Validation rules and error handling
- Quality assurance
- Summary of collection changes
- Reference data
- Data collection timetables
- Freeze schedules
- Data sharing agreements
- Information on supplementary data collection

ILR coverage

ILR data is submitted by providers if in receipt of funding through one or more of the following funding models:

- 16-19 ESFA
- Adult skills
- Apprenticeships
- Community learning
- European Social Funding (ESF)
- Other ESFA funding

All providers must send records for learners financed by advanced learner loans.

For the ESF 2014 to 2020 programme, providers must return all records for all learners who have received ESF funding as part of the current programme. This includes records for learners who completed their learning aims in the 2015 to 2016 teaching year.

FE colleges must also send details of all learners who are not in receipt of public funding from the ESFA (apart from learners subcontracted in from a school or higher education institution).

Training organisations are asked to send details of apprenticeships that are not funded by the ESFA where they are delivered within the terms of an ESFA contract. In all other cases, this data can be sent on a voluntary basis.

Higher education institutions (HEIs) who receive funding from ESFA should return data about these learners in their Higher Education Statistics Agency (HESA) student record.

For higher and degree level apprenticeships, HEIs must send an ILR return for all apprenticeship standards and for 16-18 apprenticeship frameworks.

An individual learner may, during the course of one teaching year, benefit from more than one type of funding. A single learner record should be returned for this learner detailing all of the learning aims that they are undertaking.

Advanced learner loans

From 2013/14 to 2015/16, advanced learning loans were available for learners aged 24 or older studying Full level 3 and Level 4 qualifications. From 2016/17, these loans were extended to learners aged 19 or older on the first day of their course and studying at Levels 3 to 6. They are now known as advanced learner loans from 2016/17.

The number of learners with an advanced loan reported through the ILR differ from data showing loan applications (<https://www.gov.uk/government/collections/further-education>) and loans paid (<http://www.slc.co.uk/official-statistics/financial-support-awarded/england-further-education.aspx>).

Loan application information relates to applications received for FE provision funded through advanced loans. The data used to produce the publication are sourced from the Student Loans Company (SLC) application database. The data refer to received applications, including those not yet processed, and will therefore be different than actual number of learners participating on a course with an advanced loan. For the 2017/18 academic year, both datasets have been published as supplementary tables in the FE data library.

The latest SLC advanced learner loans paid in England data were released on 25 January 2018. These data refer to all payments made to FE providers on behalf of learners, and numbers of learners will be lower than the ILR numbers. It covers the payments made in the academic year 2017/18 i.e. August to October 2017 inclusive and also includes the figures for the equivalent period for previous years for comparison.

Employer Ownership Pilot collection

The Employer Ownership Pilot (EOP) 2014/15 collection was affected by the move to an improved collection system between provisional and final return dates. While this move has put future collections on a better footing, issues resulting from the transfer remain. Rather than extend the considerable work with providers to reconcile remaining differences between returns we have decided to continue to use the provisional data at this stage. The provisional data are complete and have passed full quality assurance.

The overall impact on the main FE tables is negligible because EOP is very small in relation to the ILR collection, the main data source for this release. In 2014/15, just 1,500 apprenticeship starts of the 499,900 in total were EOP and in 2015/16, just 1,000 apprenticeship starts of the 509,400 in total were EOP. There were no EOP starts since 2016/17.

New Full level 2 and Full level 3 methodology in 2016/17

The 2016/17 Full level 2 and Full level 3 figures have been calculated using a new methodology.

Rationale

In 2016/17 the number of qualifications classed as Full level 2 and Full level 3 have been reclassified by the ESFA for the 19-23 entitlement, and to align with the 16-19 offer and recommendations in the [Wolf Review of Vocational Qualifications](#).

Therefore the number of learning aims (qualifications) designated as 'full' for 2016/17 onwards has decreased, as the Department continues to rationalise and streamline the qualifications offer. This release therefore now aligns more closely with the 16 to 19 Performance Tables in terms of the qualifications included.

The new methodology

The methodology change has involved a number of Level 2 and Level 3 vocational qualifications no longer being classed as Full level 2 or Full level 3 for funding purposes. This has affected the figures presented and led to a large

fall compared to what the numbers would have been under the previous methodology applied in the academic years prior to 2016/17.

As a result, from 2016/17 some people who would have previously been included in the Full level 2 and Full level 3 figures in this release are no longer included following changes to funding rules on funding vocational qualifications. In effect these learners have been 'reclassified' from Full level 2 and Full level 3 to Level 2 and Level 3, respectively, following changes made by the ESFA to the qualification reference data used to calculate the Full level 2 and Full level 3 measures in this release.

This methodology change affects the overall FE and Skills participation figures (Table 4.1), the Education and training participation figures (Table 6.1) .

Impact assessment of 2016/17 Full level 2 methodology

As noted above, from 2016/17 some people who would have previously been included in Full level 2, have been reclassified in the tables shown below:

Table 4.1: Adult (19+) FE and Skills Participation by Level (2010/11 to 2017/18-Reported to date) and Table 5.1: Adult (19+) Education and Training Participation by Level (2010/11 to 2017/18): Between August 2016 and July 2017, 183,200 learners have been reclassified to level 2 in both tables.

Impact assessment of 2016/17 Full level 3 methodology

As noted above, from 2016/17 some people who would have previously been included in Full level 3, have been reclassified in the tables shown below:

Table 4.1: Adult (19+) FE and Skills Participation by Level (2010/11 to 2017/18-Reported to date) and Table 5.1: Adult (19+) Education and Training Participation by Level (2010/11 to 2017/18): Between August 2016 and July 2017, 3,300 learners have been reclassified to level 3 in both tables.

4. Key definitions

Further Education (FE and Skills) includes: learners who are studying a course in a FE College, training provider or within their local community; and employees undertaking an apprenticeship or other qualification in the workplace.

Apprenticeships are paid jobs that incorporate on- and off-the-job training leading to nationally recognised qualifications. As an employee, apprentices earn as they learn and gain practical skills in the workplace.

Apprenticeships measures

Measures of apprenticeships

Two measures of apprenticeships are presented to give a clearer view of the changes and trends in apprenticeships in England:

- Participation refers to the number of people who are undertaking an apprenticeship in a given time period. This measure is helpful for quantifying the number of people on an apprenticeship programme throughout the academic year. An apprentice studying towards more than one apprenticeship at the same level is counted once.
- Starts refer to the number of programmes that begin in a given time period. This measure is helpful in determining the take-up of programmes. An apprentice is counted for each apprenticeship they start.

The apprenticeship programme has expanded since 2010/11 as a result of increased government investment in adult apprenticeships. More recently apprenticeship policy has focused on raising standards, improving the quality and introducing minimum durations of apprenticeships. This means some learners find it more difficult or take longer to complete their apprenticeship.

24+ Advanced learner loans were introduced in August 2013, and withdrawn for apprenticeships in March 2014. This appears to have affected learner numbers on Level 3 and above courses and apprenticeships for ages 24 and over in 2013/14. This should be noted when comparing the 2014/15 volumes with 2013/14.

5. Glossary of key terms

Further education and skills includes: learners who are studying a course in a FE College, training provider or within their local community; and employees undertaking an apprenticeship or other qualification in the workplace.

Apprenticeships are paid jobs that incorporate on- and off-the-job training leading to nationally recognised qualifications. As an employee, apprentices earn as they learn and gain practical skills in the workplace. An apprenticeship framework typically contains the following separately certified elements:

A knowledge-based element (the theoretical knowledge underpinning a job in a certain occupation and industry, typically certified via a technical certificate).

A competence-based element (the ability to discharge the functions of a certain occupation, typically certified via work-based assessed national vocational qualifications – NVQs).

Transferable skills (English and maths) – key skills / functional skills.

A module on employment rights and responsibilities.

Personal learning and thinking skills (PLTS): independent enquiry, creative thinking, reflective learning, team working, self-management, effective participation.

See <https://www.gov.uk/topic/further-education-skills/apprenticeships> for further information.

The government has introduced reforms to apprenticeships, see:

<https://www.gov.uk/government/consultations/future-of-apprenticeships-in-england-richard-review-next-steps>). As part of these reforms, in future all apprenticeship standards will be designed by employers. For a full list of the standards and assessment plans designed and approved so far, see:

<https://www.gov.uk/government/collections/apprenticeship-standards>

Apprenticeship Grant for Employers (AGE 16 to 24) scheme provides apprenticeship grants with a value of £1,500 to employers with up to 1,000 employees to encourage employers to take on new apprentices aged 16 to 24. Eligible employers must not have taken on an apprentice in the previous 12 months. Subject to budget availability and the employer's commitment to support the apprentice to the end of their programme, any one employer can claim support for up to ten apprentices. AGE 16 to 24 has been extended to the 2015-16 financial year. See: <https://www.gov.uk/government/collections/apprenticeship-grant-for-employers-of-16-to-24-year-olds>

Employer Ownership Pilot offers all employers in England direct access to up to £340 million of public investment over the period of the pilot (up to 2015/16) to design and deliver their own training solutions.

See: <https://www.gov.uk/government/publications/employer-ownership-of-skills-pilot>

Education and training covers further education learning delivered mainly in a classroom, workshop, or through distance or e-learning. See: [Data Dictionary - Business Definitions - Learner Responsive Business Definition](#)

Workplace learning covers a broad range of training including basic skills, Level 2, Level 3 and higher-level skills. Training is mainly delivered through the workplace (but excludes Apprenticeships). Between 2008/09 and 2010/11 this included Train to Gain programme, Employability Skills Pilot and other programmes such as Programmes for the Unemployed. From 2011/12 it includes all training mainly delivered through the workplace (excluding apprenticeships).

English and maths qualifications (previously Skills for Life) are designed to give people the reading, writing, maths and communication skills they need in everyday life, to operate effectively in work and to help them succeed on other training courses. See: [Skills Funding Agency - Providers - Our programmes - Basic Skills - Basic Skills](#)

Advanced learner loans: From 2013/14 to 2015/16, loans were available for eligible learners, aged 24 and above studying full Level 3 and Level 4 qualifications, to help meet up-front course costs. An extension to advanced learner loans from 2016/17 was announced in November 2015: any learner aged 19 or older on the first day of their course and studying at Levels 3 to 6 can apply for a loan to help fund the fees / course costs. Those aged 19-23 still retain an entitlement to full funding of their first full level 3 qualification. See: <https://www.gov.uk/government/collections/sfa-24-advanced-learning-loans>.

The number of learners with a 19+ Advanced Learner Loan reported through the ILR differ from data showing loan applications and loans paid.

Offender learning aims to ensure offenders have the skills that will enable them to gain worthwhile, sustainable employment and in-so-doing reduce the likelihood of re-offending. The Offender Learning and Skills Service (OLASS) funds a wide range of learning aims for adults (aged 18 and over) in custody in prisons in England, including awards and units, with a focus on addressing English and maths at the start of a sentence and vocational skills in the run-up to release.

The offenders reported in this SFR were funded via the OLASS budget but responsibility transferred to the Ministry of Justice from 1 October 2016 following a machinery of government change. However, data for 2016/17 was still reported here.

Community learning funds a wide range of non-formal courses, from personal development through to older people's learning, IT courses, employability skills, family learning and activities to promote civic engagement and community development. Courses may be offered by local authorities, colleges, and voluntary and community groups, and include activity targeted at deprived areas and disadvantaged groups. See: <http://www.gov.uk/government/collections/community-learning-government-funding>

Full level 2 is equivalent to an NVQ at Level 2, or 5 GCSEs. The widths of all of a learner's Level 2 aims are summed to establish whether a learner is taking a Full level 2 programme. **Full level 3** is equivalent to an NVQ at Level 3, or 2 A-Levels. The widths of all a learner's Level 3 aims are summed to establish whether a learner is taking a Full level 3 programme. Please see section 3 on the reclassification of some Full level 2 and Full level 3 qualifications in 2016/17.

Traineeships were introduced in the 2013/14 academic year to provide young people with essential work preparation, English, maths and work experience to secure an apprenticeship or other work.

Academic year runs from 1 August to 31 July.

BAME – Black, Asian and Minority Ethnic group

6. Issues with using in-year data

It is important to provide the earliest picture of further education performance once it becomes available so that users may assess the impact of government-funded provision and hold the system to account. However, in-year data are taken from an operational information system that is designed to support the funding of providers and there are some important limitations users should take into consideration.

In-year information is subject to data lags when providers submit information after the period it related to. This information is subsequently attributed to the correct time period. Data are subject to data lag until the final returns for the academic year are made by providers, after the end of the academic year. Final data for each academic year (August to July) are published in the following November. The size of revision to individual estimates that arise from data lag can vary greatly. They tend to be around 2 to 3 per cent but

have been as much as 20 per cent. Revisions are typically upward though it should be noted that on occasions small downward revisions are possible.

Data lag from one year to the next is not predictable as provider behaviour changes over time and there is no source of information that would enable a robust estimate of completeness of data that have been returned. We generally recommend using final data for the last complete academic year for analysis of changes over time.

We carry out a quality assessment of the volume of providers that have made their returns. If we consider estimates to be particularly weak, due to data lag or any other factor, we may defer publication of those estimates. In recent years we have encouraged more timely reporting of data ahead of the final return. This is set out in our quality statement, which can be found at:

<https://www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education>

Figures for the first two quarters of the 2017/18 academic year (August 2017 to January 2018) are based on information that has been reported to the Skills Funding Agency in February 2018 by further education colleges and providers. The data provide an early view of performance and will change as further data returns are received. Since providers report some of their data for this period later in the year, the data are subject to change (in either direction) until final data is received. At this point in the year, 2017/18 figures are referred to as reported so far or reported to date to reflect this. It is not possible to determine how complete or incomplete the information returned so far is, therefore care should be taken when comparing data reported so far in 2017/18 to the equivalent reporting period in 2016/17. This is particularly the case as provider reporting behaviour may change year to year. More accurate comparisons can be made once final returns for the academic year are made (data returned in October 2018, due to be published in November 2018).

7. Issues with comparing data across academic years

In the 2011/12 academic year, a Single ILR (SILR) data collection system was introduced. This replaced the multiple separate data collections used in previous years and led to small technical changes in the way learners from more than one funding stream are counted.

Overall, the new collection system led to a removal of duplicate learners and a reduction in total learner participation of approximately 2 per cent. However, apprenticeship participation figures were more significantly affected due to a change in the way learners participating on more than one apprenticeship programme were counted. This has led to a removal of duplicate learners and a reduction in overall apprenticeship learners of approximately 5 per cent; therefore participation figures for 2011/12 onwards are not comparable to earlier years.

A paper is available on our website to explain the SILR and the small effects it has on this release at: http://webarchive.nationalarchives.gov.uk/20140107201041/http://www.thedataservice.org.uk/NR/rdonlyres/C05DCDD5-67EE-4AD0-88B9-BEBC8F7F3300/0/SILR_Effects_SFR_Learners_June12.pdf.

Further information on the SILR is available at: <https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2013-to-2014>

8. Publication cycle across the year

Further information on future editions of the release can be found on the most recent collection website at: <https://www.gov.uk/government/collections/further-education-and-skills-statistical-first-release-sfr>

The table below shows the annual publication cycle and information regarding the in-year data and final data included for each release.

Release	Data Included
Apprenticeships and Traineeships release: January 2018	- Apprenticeships and traineeships data reported so far for the first quarter of 2017/18
Further Education and Skills: March 2018	- FE and skills data reported so far for the first two quarters of 2017/18. This incorporates an update to the Apprenticeships and traineeships quarterly release
Apprenticeships and Traineeships release: July 2018	- Apprenticeships and traineeships data reported so far for the first three quarters of 2017/18
Further Education and Skills: November 2018	- Final FE and skills data for the full 2017/18 academic year. This will include updates to the Apprenticeships and traineeships release.

This release is an evolving product and we welcome feedback. If you have comments or feedback on this release, please contact: Praful.Whiteman@education.gov.uk

If you have a statistical question around the content or presentation of National Statistics in the release, please contact: Praful.Whiteman@education.gov.uk

9. Supplementary tables

Supplementary tables relating to this release can be found on GOV.UK. The tables are published as part of the [FE Data Library](#) and include breakdowns by age, gender, ethnicity, learners with learning difficulties and/or disabilities, region, local authority, parliamentary constituency, sector subject area and funding stream.

Local authority reports are published on GOV.UK. Local authority districts are shown based on the postcodes of delivery locations and on the home postcodes of learners. The reports cover 2010/11, 2011/12, 2012/13, 2013/14, 2014/15, 2015/16 and 2016/17: enrolments, participation and provider level. The reports can be found at: <https://www.gov.uk/government/statistical-data-sets/fe-data-library-local-authority-tables>

10. General footnotes relevant to all tables

In the main tables, headline volumes are reported rounded to the nearest 100.

In the supplementary tables volumes are rounded to the nearest 10.

Percentages reported are calculated on pre-rounded data and given to one decimal place.

‘-’ indicates a headline volume with below 50 in the main tables and below 5 in the supplementary tables.

‘*’ indicates a percentage of less than 0.5%.

For definitions of variables used in the tables please see the data dictionary:

<http://webarchive.nationalarchives.gov.uk/20140107201041/http://www.thedataservice.org.uk/datadictionary/>

Except for Tables 2.1 and 2.2, age is reported as at 31 August of the academic year for all provision.

In tables reporting full-year numbers, full-year numbers are a count of the number of learners that participated/achieved at any point during the year. Learners undertaking/achieving more than one course will appear only once in the 'total learners' category for each data collection. All learners undertaking/achieving a Full level 2 or Full level 3 qualification will also appear in the Level 2 or Level 3 category, respectively.

The data source for all tables is the ILR, except where stated. Further breakdowns of the data are available at the following website:

<https://www.gov.uk/government/collections/fe-data-library>

Learners undertaking courses at more than one level will be counted once for each applicable level, but once only in the total.

Tables 2.1 and 2.2 – Apprenticeships

Apprenticeship starts and achievements include all funded and unfunded learners reported on the ILR.

For apprenticeship starts and achievements, age is calculated based on age at start of the programme rather than based on 31 August.

In Table 2.1 full-year numbers are a count of the number of starts at any point during the year. Learners starting more than one apprenticeship will appear more than once.

In Table 2.2 full-year numbers are a count of the number of framework achievements at any point during the year. Learners achieving more than one framework will appear more than once.

Programme-led apprenticeships recorded in ILR returns are included in the above figures.

In order to be counted as a successful achievement, all elements of the framework must have been achieved.

Quarter 1 is 1 August to 31 October; Quarter 2 is 1 November to 31 January; Quarter 3 is 1 February to 30 April; Quarter 4 is 1 May to 31 July.

11. Users of these statistics

This publication attracts a wide variety of users who use the statistics in various ways including:

- Department for Education (DfE) who use the statistics to report on ambitions; develop and monitor policies; and answer parliamentary questions
- ESFA who use this release for all statistics shared externally including press releases and for responding to requests from educational bodies, and to respond to requests for participation, achievement and success rates information from external partners and organisations
- Providers and Local Enterprise Partnerships (LEPs)
- Ofsted (for achievement rates information) and Ofqual
- Researchers
- Academics
- Media
- General public

The statistical policy statement on how we meet user needs through engagement for this release is available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/287444/User_engagement_policy.pdf

12. Related statistical publications

- There are a number of other statistical publications available that can be used to provide contextual information to this release. Some of those most relevant to this release are discussed below:
- [*Participation in Education, Training and Employment by 16-18 Year Olds in England*](#) published on 29 June 2017 by the Department for Education. This shows that the provisional proportion of 16–18 year olds in education and training was 86.9 per cent at end 2016 – the highest rate ever recorded and an increase of 0.3 percentage points from end 2015.
- [*Level 2 and 3 attainment by young people aged 19 in 2016*](#) published on 30 March 2017 by the Department for Education. This shows that in 2016, 86.7 per cent of 19 year olds were qualified to Level 2 or higher in 2016. This is a decrease of 0.8 percentage points compared to 2015, but is 20.1 percentage points higher than the start of the time series in 2004.
- [*Higher Education Student Enrolments and Qualifications Obtained at Higher Education Providers in the United Kingdom for the Academic Year*](#) published on 11 January 2018 by the Higher Education Statistics Agency (HESA). This shows the total number of HE enrolments at UK higher education institutions stood at 2,317,880 in 2016/17, an increase of 2% from 2,280,830 in 2015/16. In 2016/17, there were 757,300 HE qualifications obtained in the UK. Of these, 414,340 were at first degree level.
- [*Education and Training Statistics for the United Kingdom*](#) published on 9 November 2017 by the Department for Education. This release provides statistics relating to education and training in the UK and includes chapters relating to post-compulsory education and training and qualifications. Information includes participation of learners in further education by country of study, participation in job-related training and the highest level of qualification held by adults in the population (UK).
- [*FE Choices*](#) data provides four performance indicators: success rates; learner destinations (including employment rate and learning rate); learner satisfaction; and employer satisfaction. Results at National level by type of provider and by individual provider for each performance indicator are available.
- [*Adult further education: outcome based success measures*](#) presents experimental statistics on employment and continued education of adults finishing funded further education training between 2011 and 2014. The measures make use of administrative datasets already held by government to observe learning and employment activity in the year following completion of funded FE learning.
- [*Further education for benefit claimants*](#) provides information on further education activity funded by the ESFA for adult benefit claimants in England. The statistics are produced using a matched dataset of the ILR from the (former) Department for Business, Innovation and Skills (BIS) and the Work and Pensions Longitudinal Study (WPLS) from the Department for Work and Pensions (DWP). The publication provides statistics on benefit spells with training, learners who were on benefits at the start of training, level of qualification studied (all and highest) and type of learning provision.

Further education statistics for other countries in the UK

- The focus of this release is on government-funded further education provision in England. Similar information is available for other countries in the UK, and provides useful contextual background to these statistics.
- Statistics on further education and work-based learning in **Wales** can be found at: <http://gov.wales/statistics-and-research/further-education-work-based-learning-community-learning-statistics/?lang=en>
- Statistics on accredited enrolments in the **Northern Ireland** further education sector can be found at: <https://www.economy-ni.gov.uk/topics/statistics-and-economic-research/further-education-statistics>
- Statistics on learners in further education in **Scotland** can be found through user-defined tables on further education learners and courses: <https://stats.sfc.ac.uk/infact/>

13. Get in touch

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